BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

A PROGRAM FOR THE TEACHING OF ENGLISH

IN

THE EWHA WOMAN'S COLLEGE, SEOUL, KOREA

Submitted by

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1929

OUTLINE

OF

A PROGRAM FOR THE TEACHING OF ENGLISH

IN

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A PROGRAM FOR THE TEACHING OF ENGLISH

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Any attempt to present a program for the teaching of the English language at the Ewha Woman's College must be made with full realization of the attendant difficulties. Curriculum planning is not to be lightly engaged in under any circumstances; in the orient it is unusually complicated, especially as it relates to the teaching of English as a foreign language. The curriculum builder in this instance should have an adequate knowledge of the nature of speech and language, of phonetic theory and practice, of the psychology of learning as it applies to speech, of the "grammatical structure of languages and of linguistic problems generally," He should have acquired the practical and fluent use of a second language, have had successful experience in the teaching of a foreign language, and in the planning and successful operation of other courses of study. He should be thoroughly familiar with the fields of English and American literature, and with the most modern procedures of linguistic

pedagogy. The writer of this paper can claim to meet these qualifications in limited measure only, some of them not at all. Even so, practical questions must be met; they cannot wait for ideal solution at the hands of eminently qualified educators. The insistent demand for a revised program of English instruction at the Ewha Woman's College has led to this attempt to plan such a course of study.

In formulating such a course the foreign nature of English teaching in the orient has been kept constantly in mind. To the Korean student English is a foreign language; problems concerned with its study and teaching are those common to the learning of any unknown tongue. "That English is a foreign language to the pupil....is a circumstance which in the standards expected of the pupil, in the distribution of emphasis upon the different attainments that are associated with language study, in the selection of books for study and in the methods adopted in teaching, is repeatedly overlooked....This fact of the foreign character of English we must as teachers keep consciously and steadily in view."*

*Wyatt, H, "The Teaching of English in India," Page 2.

For this reason, books dealing with problems of English teaching to English-speaking people have been consulted but infrequently; on the other hand, books written by those concerned with the teaching of French, German, or Spanish to English-speaking people, or with with teaching of English in other foreign countries such as India or Japan - these publications have been found invaluable. The publications of "The Institute for Research in English Teaching in Japan," and the various issues of "The Modern Language Journal," have been the object of intensive study.

Throughout the entire study the actual conditions surrounding English teaching in Korea have been kept in view; The course is therefore a practical rather than an ideal one. On the one hand a definite effort has been made to avoid the impractical, the vain attempt to "lead the student from where he isn't to where he doesn't want to go"; on the other hand there has been full recognition of the ultimate ideals to be reached in the teaching of English in Korea.

The corrective program of the first year and the

second-year program have been given fuller treatment than the other two years, both because the writer has felt better qualified from experience to consider these problems, and because the present conditions at Ewha seem to demand emphasis upon the work of the first two years.

This program is offered with the hope that it may meet, in however limited a measure, the actual needs at the Ewha Woman's College, and that by its use the time will sooner come when it can be replaced by a more ideal program.

CHAPTER I.

A SHORT HISTORY OF THE EWHA WOMAN'S COLLEGE AND OF THE CONDITIONS UNDER WHICH THE ENGLISH LANGUAGE HAS BEEN TAUGHT THERE

I. The Ewha Woman's College in 1910.

An analysis of present conditions at the Ewha Woman's College is necessary before any adequate or properly-proportioned plan for the teaching of English there can be formulated. To this end it is advisable to present a short history of the institution and of the conditions under which English has been taught there.

The Ewha Woman's College was organized in 1910 (1) by the Woman's Foreign Missionary Society of the Methodist Episcopal Church, with Miss Lula M. Frey as its first principal. Its organization was in response to the demand of Korean women for an institution of higher learning, since there was no college in Korea at which women might study. Its purpose was not to instruct women in so-called Christian principles alone, but to

(1) Underwood, Horace H., "Modern Education in Korea," Page 143.

lay broad foundations for living. This institution anticipated in its ideals that condition recently expressed that, "The aim of mission education in Korea is for missionaries to work with Koreans in their various life activities, for the purpose of bringing both themselves and the Koreans to a better understanding of life, and to a better control of the forces which make for the fullest and richest life."(2)

In 1910 a small number of Korean women, who had already come into contact with western ideals, desired to know more about western civilization and to enlarge the narrow horizons which had been their heritage from hundreds of years of comparative seclusion. The best means of reaching this broader life seemed at that time to be through the English language. For this reason the curricula hours of the Ewha Woman's College were given with English as practically the only medium of instruction. The classes were small, individual needs could adequately be met, and the results of such individual instruction easily seen and measured. In this earlier period of Ewha's history emphasis was placed upon western culture and

(2) Fisher, James Ernest, "Democracy and Mission Education in Korea," Page 53.

literature, perhaps to the exclusion of oriental culture.

The years between 1910 and 1929 have adequately demonstrated, however, that the introduction of the study of the English language was not unwise. The fact that in the Japanese Empire English has become the second language, and that those in the orient who are now studying English as a second language "exceed by many millions those whose mother tongue is English,"[3] - these facts are proof that the orient desires the English language both as a medium of commercial communication and as a concomitant of western culture and ideals. There are other values, also, that accrue from the study of English of which the orient is not unconscious. English has become the interpreter of the East to the West; Eastern nations have in the English speech the only mouthpiece that the West can or will understand. Further, the highest service the English language can render to the orient is its potential power to lead East and West to international amity.

(3) Palmer, H.E. "Supplement to Bulletin of the Institute for Research in English Teaching," No. 41.

II. The Ewha Woman's College in 1925.

With such ideals as have been mentioned, the teaching of English continued in the Ewha Woman's College from 1910 to 1925. The scope of the teaching had gradually broadened, until in 1925 the college became a registered "Semmon Gakko" (special school) under the Japanese Educational Department. The college was reorganized into two departments: a music course and a literary course. Japanese and Korean became the mediums of instruction in all classes except those definitely designated as "English" or in those classes sufficiently advanced to receive instruction in the English language from western teachers and through the use of English texts.

The hours devoted to the study of English in the literary department are indicated in the chart on page 9. Although the music department offered, also, a certain number of hours of English instruction, our concern is with the literary department since it is for that department alone that this program of study is advanced.

Year	Literature	Grammar	Translation	Composition	Total
Prep	5	2	1	2	10
First	5	1	1	3	10
Second	5	1	1	3	10
Third	3			2	5
Fourth	3			2	5

III. The Ewha Woman's College in 1929.

In 1929 the college was again reorganized in order to meet changing conditions. A third course, home economics, was offered and the preparatory year of the college was discontinued. A study of the course of study of the literary department, given on page 11, will show that although the preparatory year of the college has been discontinued, the total number of hours of English instruction has been increased. The number of hours devoted to that study is now approximately one third of the total hours of each year:

	English	Total
First year	12	32
Second year	12	31
Third year	10	31
Fourth year	10	30

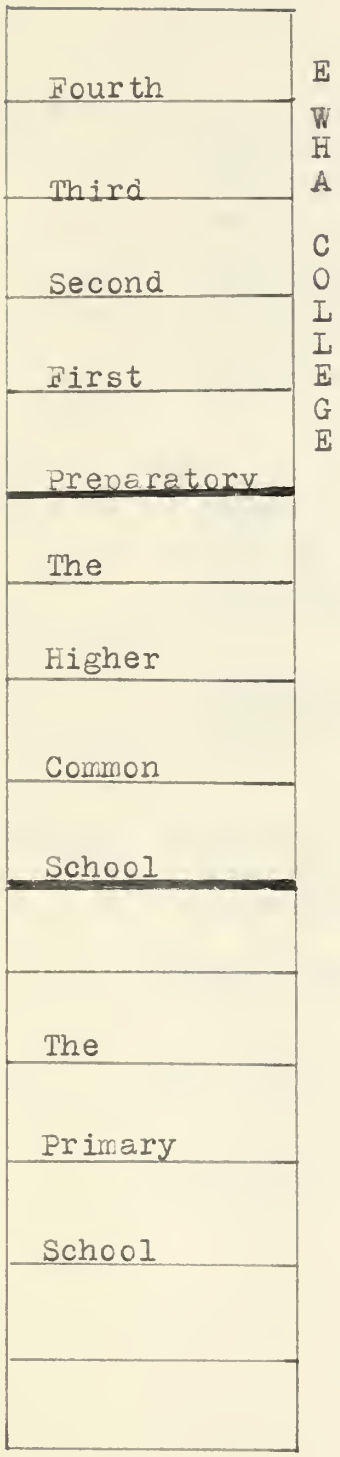
The seemingly disproportionate number of hours devoted to English is indicative of an effort to make the Literary Department more truly a literary course, and to reach more fully the higher ideals implied by that title.

LITERARY COURSE.

	I.	II.	III.	IV.
Morals including ethics	1	1	1	1
Bible	2	2	2	2
Japanese: History of Japanese literature and Japanese Literature	5	2	2	2
Korean language and Literature	1	1	1	1
History of Korean Literature		1		
History: Oriental	2	2		
Occidental		3	3	
Civics and Economics		3		
Philosophy				3
Biology			2	
Psychology			2	
Sociology				2
Mathematics	3			
Education: History of Education			2	
Pedagogy, methods and practice				5
Physical Education	2	2	2	2
Music: Edelemts of Music Appreciation	2			
Home and Community Music		1		
Church Music			1	
Music in the School				1
Home Economics:				
Hygiene and Practical Home Nursing	1			
Household Science		1		
Home Making and Child Care			2	
English	12	12	10	10
	32	31	31	30

The relation of the Ewha Woman's College to the educational system of Korea is shown by the charts on page 13. These show the number of years devoted to primary and to high school instruction. In the Korean school system the years corresponding to the primary years in America are generally designated by the term, "Common School"; those corresponding to the high school are called by the term, "Higher Common School."

The syllabus of the course of study in English of the Ewha Higher common School is given on page 14 and the pages immediately following. The syllabus indicates what preparation a student should have had when she makes application for admission to Ewha College. A study of the entrance examination papers of the Ewha College will show, however, that not more than one-third of any entering class has had such a properly graded, scientific course. It is not necessary to give a detailed account here of the incorrect speech habits of the other two-thirds, nor to gibe evidence that an ideal program is impossible at Ewha under present conditions. From all evidence we come to the conclusion that only a corrective program is possible or practical, if we are to meet in the slightest degree the real needs of Ewha students.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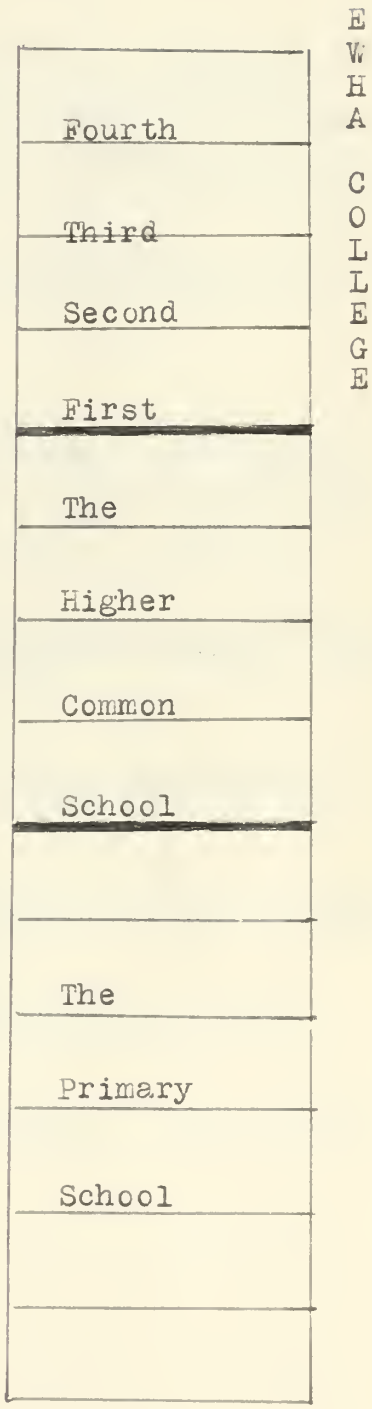
EWHA COLLEGE

1925


Fourth
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School
EWHA COLLEGE

1929

EWHA HIGHER COMMON SCHOOL

Syllabus of the Course of Study in English

First Year

Term 1. A. "English Through Actions," (In the hands of the teacher.) During first term students perform actions and listen but do not speak except in phonetic drill.) Emphasize sections on "Imperative Drill" and "Conventional Conversation."

B. Phonetic Drill based on "Progressive Exercises in the English Phones." Teach writing of phonetic script.

Term 2. "English Through Actions," Allow students to speak. Emphasize "Conventional Conversation" During first five weeks of term prepare for Phonetic Reader by use of "English Through Questions and Answers," Book 1, Part 1.

During last weeks of term put into hands of students "The English Standard Reader," Book 1, Part 1, (Phonetic Edition.)

Term 3. Teach orthographic script. Begin the reading of English Standard Reader Book 1, Part 1. (Orthographic text).

Composition: " Graded Exercises in English Composition." Book 1, Part 1.

Oral Work: "English Through Questions and Answers" Book 1, Part 1.

Writing:"New Century Penmanship," Introductory Book.

Second Year.

Reading: "Standard English Readers," Book 1, Part 1.
"Standard English Readers" Book 1, Part 2.

Composition: "Graded Exercises in English Composition."
Complete Book 1, Part 1.
Book 1, Part 2.

Oral: "English Through Questions and Answers," Book 1, Parts 1 and 2.

Grammar: "Systematic Exercises in English Sentence Building," Stage 1. Lessons 1 to 25.

Writing: "New Century Penmanship," Book 1 and 2.

Third year.

Reading: "Standard English Readers," Book 2, Part 1.
Book 2, Part 2.

Composition: "Graded Exercises," Book 2, Part 1.
Book 2, Part 2.

Oral: "English Through Questions and Answers,"
Book 2. Part 1.
Book 2, Part 2.

Grammar: "Systematic Exercises," Stage 2. Lessons 25 to 50.

Writing: "New Century Penmanship," Book 3.

Fourth Year

Reading: "Standard Readers," Book 3, Parts 1 and 2.

Composition:"Graded Exercises," Book 3, Parts 1 and 2.

Grammar: "Systematic Exercises," Review of Sentence-types of Books 1 and 2. Lessons 1 b to 50 b.

Oral: "English Through Questions and Answers," Book 3, Parts 1 and 2.

Writing: "New Century Penmanship," Book 4.

In this chapter we have attempted to present a short history of the Ewha Woman's College, the conditions under which English has been taught there, and the definate demands of the present situation in regard to the teaching of English in that institution. The following chapter will be devoted to setting forth the purpose, the aims, and the principles which are necessary considerations in the planning of a program for the teaching of English at the Ewha Woman's College.

CHAPTER II.

FUNDAMENTAL CONSIDERATIONS IN PLANNING A PROGRAM FOR THE TEACHING OF ENGLISH AT THE EWHA WOMAN'S COLLEGE.

I. Purpose.

The English teaching at the Ewha Woman's College is dominated by two ideals: one of these is personal and individual - that the Korean woman may find in English a practical medium through which she may be led to the culture of all the English-speaking world; that this achievement may bring her, not to estrangement from her own culture and life, but to "A better understanding of all life, and to a better control of the forces which make for the fullest and richest life."(4) The second ideal is international, and can best be stated in the words of Dr. J. Sakurai : "The best thing we can do....is to adopt a widely-spoken foreign language, such as English, as the medium of communication inall our international dealings....Indeed English is almost becoming an auxiliary international language with us. So, to-day, not only scholars and teachers, but also diplomats, politicians, lawyers,

(4) Fisher, J.E., "Democracy and Mission Education in Korea," Page 53.

manufacturers, business men and, in fact, all classes of educated men and women need to have such knowledge of English as may be used with a fair degree of fluency and accuracy, not only on account of its cultural value but also on account of its utility as an indispensable instrument of success in all our international undertakings, whether as a nation or as individuals."(5)

II. Aims.

The general aims of the teaching of English at Ewha must, then, be such as to contribute directly to the purpose previously outlined. The following aims are none too high if Korean women are to find in English a practical medium which will lead them to the culture of the English-speaking world, and if they are to use English as an instrument of international good will. The teaching of English at Ewha will have as general aims:

1. The training of students to understand ordinary, every-day, idiomatic English as it is spoken by the person to whom it is a native language.

(5) Sakurai, Dr. J., Address before the Annual Conference of the Institute for Research in English Teaching in Japan. Nov., 1925.

2. The training of students to speak fluent, idiomatic English with the intonations, rhythm, inflections, and cadence that will make it intelligible to English-speaking people. This can be shown to be the shortest and most economical way of reaching other aims, as well as to be of real value in itself.

3. The training of students to read idiomatic English easily without having recourse to the painful and uneconomical method of translation with the aid of grammar and dictionary.

4. The training of students to write English with a minimum of error, and with only slightly more frequent use of the dictionary than would be employed by the native English-speaking person.

5. The four foregoing may be summed up in a fifth in the words of Glehn: "The chief linguistic aim of any sound method of foreign language teaching....vis: one that will give the pupil a real command of the language - both of the spoken and of the written idiom - differing not in kind, but only in degree from his command of his mother tongue....In other words we must aim at developing

in our pupils that instinctive, unerring language sense, or "Sprachgefühl' which we all possess in varying degrees in the mother tongue."(6)

6. The laying of a foundation for an appreciation of English literature, and an increasing knowledge and appreciation of the history and institutions of the English-speaking peoples, and a better understanding of their contributions to modern civilization.(7)

These general aims are ultimate and ideal ones which we must ever have before us in the teaching of English in the orient. At the same time, since ideal and actual conditions are seldom identical, we must set up specific aims to apply more particularly to the first two years of teaching at Ewha College. These specific aims will be:

1. To correct the mistaken attitudes many students have had toward the study of English, to effect a "right about face", and to create in the student a correct attitude toward herself and her problem of learning English.

2. To place the language study of the Ewha student upon so firm a phonetic basis that in the remaining years

(6) Glehn, Louis de, in "The New Teaching," Page 76.
(7) Compare with list of immediate and ultimate objectives of modern language, "Modern Language Instruction in Canada," Vol. I. Page 429.

of study a minimun of attention will have to be given to pronunciation, intonation sentence rhythm etc.

3. To dorrect many definite errors in the speech habits of Ewha students.

4. To lay the foundations of an ability to distinguish between styles of language. "By his indiscriminate mixture of styles we recognize also the foreign student of the language."(8) The Ewha student should begin to distinguish between plain English, poetical, antique, colloquial, technical, vocational, humorous, pompous, and decorative styles.

III. Principles.

1. "That the oral method with the use of phonetics is the only method by which a foreign language can be really learned."(9)

We do not need to justify this as a general principle of language study; all modern linguists are authority for it.(10) Yet there is need to justify it as a principle for the Ewha College whose students should already

(8) Palmer, H.E., "The Right Word," Supplement to Bulletin, New Series, No. 23, April, 1926.
(9) Brown, F.W., "Speech Psychology in its Relation to the Teaching of English in Japan."
(10) See Bulletin, May 1927.

have been well grounded in the oral method in the higher common school, and who should have fixed once for all their pronunciation habits. If we remember that less than one-third of the entering class at Ewha have had what might be termed "an ideal, properly graduated, scientific course" in the higher common school, we are quite justified in making our program a corrective one, and in planning for the first year of the Ewha College a scientific phonetic program.

2. That speech in the key to reading. Teaching shall be in "the spirit in which the foreign language is first studied as a living language on the basis of speech,"(11) This principle is voiced by various linguists: "Now this language sense, this direct association that we aim at has its roots in the spoken tongue. Hence the most effective way of achieving our end is to make the pupils constantly hear and speak the foreign language."(12) "Nearly all of our mental life contains speech-elements."(13) "The best method of inculcating linguistic forms is to make the first appeal to the ear, to be followed by imitative speaking exercises."(14)

(11) Palmer, H.E. "Bulletin of the Institute," New Series No. 20, January, 1926.
(12) Glehn, Louis de, in "The New Teaching," Page 76.
(13) Bloomfield, Leonard,"An Introduction to the Study of Languages," Page 56.
(14) Handschin, Clarles, H. "Methods of Teaching Modern Languages," Page 21.

3. The use of the "direct method." "By direct method is here meant interpreting without the use of the mother tongue. That this is the best method if a speaking knowledge and an intimate acquaintance with the language are desired is now fully accepted."(15) The direct method should be used at Ewha as consistently as possible but it should never be forgotten that simple, necessary explanations in the native language do much to make possible an intelligent mastery of a point in question. In a corrective course the use of the native language will probably be greater than in an ideal program, since explanations necessary to overcome erroneous ideals can most economically and effectively be made in the Korean language. Certainly an extensive use should be made of the Korean language in the teaching of phonetics.

4. Plain, simple English first. This is a principle to which we must wholeheartedly assent if we desire any measure of success in the teaching of English at Ewha. "One of the points on which we must be the most insistent is the necessity for simple expression. The average adult student imagines that his first foreign compositions will

(15) Handschin, Charles H., "Methods of Teaching Modern Languages," Page 53.

have all the richness of expression that characterized his compositions in his native tongue....He must be given to understand in the clearest and most categoric of terms that he must perfectly assimilate a simple and limited vocabulary in order to express simple thoughts. As the art student must learn to use the pencil before attempting the use of the brush, as the student of mathematics grapples with simple equations before aspiring toward the calculus, in short as we all learn to walk before learning to run....so also must the student of language content himself during the early stages with with expression of simple thoughts before attempting to vie with the masters of foreign literature."(16)

The average first-year student at Ewha already has a rather large vocabulary; she is indiscriminate in her use of this. Until she has a mastery of plain English, we have no right to assume that she has an adequate foundation for any real study of English literature, or that she will be able to find in English a medium which will lead her to the culture of the English-speaking world. Jespersen says, "There is no earthly reason

(16) Palmer, H.E., "The Scientific Study and Teaching of Languages," Page 236.

why the pupil should practice using anything else but every-day language."[17]

5. The study of English literature only after the establishment of a firm foundation of plain, simple English. Although the literary course in English at Ewha College is avowedly one having as its aim the knowledge and appreciation of English as literature, Wyatt's statement has never been more applicable than to this very case: "To aim at literature is to miss the way to language. To aim at language is to pave the way to literature."[18] On this point Bloomfield comments as follows: "While the matter read should, of course, be characteristic of the foreign nation's life and culture, the selections should not hasten to tell too much at the cost of simplicity. Selections of literary value should not be introduced before the pupil can understand them; if he cannot, their literary qualities are lost to him....The premature reading, or rather pottering through, foreign literature in our schools....is a mere working out of senseless puzzles."[19]

(17) Jespersen, Otto, "How to Teach a Foreign Language." Page 79.
(18) Wyatt, H., "The Teaching of English in India," Page 8.
(19) Bloomfield, Leonard, "An Introduction to the Study of Languages," Page 304.

The five principles advocated above are, we believe, in accord with the most modern theories and experiments in psychology and linguistic pedagogy. It is hardly necessary to add that the course must have proper gradation and "proceed from known to unknown by easy steps each of which will serve as preparation for the one following."(20)

In this chapter we have attempted to answer three important questions which are fundamental considerations to our study. The first of these was, "Why is English taught at the Ewha Woman's College?" The answer to this question set forth the definite purpose, the ideal, which is the impetus of all teaching at Ewha College. The second question was, "What definite ogjectives are to be sought in the teaching of English at Ewha College?" The answer was presented in the form of certain general and specific aims to be sought in the teaching at Ewha. The third Question asked, "How shall the English language be taught at the Ewha Woman's College?" The answer advocated five principles upon which the teaching of English should be based. If the foregoing analysis of the purpose, aims, and principles of English teaching at Ewha has been complete and logical, we are now ready for the definite program of the first year.

(20) Palmer, H.E. "Scientific Study and Teaching of Languages," Page 119.

CHAPTER III.

THE CORRECTIVE PROGRAM OF THE FIRST YEAR

I. The Preliminary Examination.

The first important consideration of this year is the preliminary examination, the purpose of which is to determine definitely just what procedure is to be advised in the corrective work. If it is carefully planned, the entrance examination can give this desired information. Applicants who cannot make a certain ranking can be eliminated; the definite needs of the others can be determined by the examination.

The first inquiry should be concerning the previous history and experience of the applicant. Since the purpose of this is to obtain definite data rather than to give a test of language ability, a card designed in the Korean language should ask for the following or similar information:

Directions: Answer these questions in Korean with the exception of the names of English teachers and the titles of English books.

Name_____ Home_____ Age_____

In what schools have you studied English?

Under what teachers have you studied English?

How long have you studied English?

Was English the language of the class room in these schools?

What grammar texts have you studied? What readers? What other texts in English?

What books in any language have you ever read which tell of English or American life?

Have you ever taught? What? Where? When? How long?

Have you ever received any instruction in the theory of learning a foreign language, or in speech psychology?

Have you received any phonetic instruction? Do you know the symbols of the "International Phonetics Association?"

Does any one in your family or present place of residence speak English?

Is any one with whom you are living studying English now?

What is your purpose in desiring to enter the Literary Department of Ewha College?(21)

The examination designed to test language ability should be based on the principle of testing the student's present progress toward the attainment of the first four

(21) After Handschin, Charles H., "Methods of Teaching Modern Languages, " Page 305.

aims previously outlined:

1. Test the student's ability to understand simple English when spoken naturally by the English-speaking person.

That all other factors may be eliminated, this should be in the form of questions or statements spoken at a normal rate in English to be answered in Korean either orally or in writing. The procedure measures, then, only the ability to understand the spoken English.

A slightly more difficult form of testing this ability has been devised by Graybill in "The English Mastery Tests of Auditory Comprehension." In these the student is given a form with choices to be marked after he has listened to the question. The test is so devised as to be a very fair judgment of his understanding of spoken English.(22)

2. Test the student's ability to speak fluent, idiomatic English in such a manner as to be intelligible to the native speaker.

This may be done by such tests as previously outlined; this time, however, the answers must be given

(22) See Appendix for samples of these tests.

in English. Such a test measures both of the last two abilities, since if a pupil cannot understand the question in English, he certainly cannot answer it. This short oral test should be confined to rather simple subject matter, since the nervous strain of answering questions before a strange teacher may cause a student to respond less freely than in familiar surroundings and before a well-known instructor.

That this personal factor may be given due consideration, a further test of the student's proficiency and training in the spoken language may be made. This test should cover points of phonetic theory and practice, and should be so planned as to reveal what phonetic training the student has had, as well as to determine how detailed the program of phonetic instruction in the first year will need to be. The test may well include such forms of work as the following:

a. Short sentences or words to be transcribed into phonetic script.

b. Oral reading of short passages in phonetic or orthographic script.

c. The answering of questions based on the exact wording of a short passage of English prose just read by the student.

Example: Passage, "Beethoven was a famous writer of music who was born in Germany a long time ago. 'The Moonlight Sonata' is one of his well-known compositions."

Q. Was Beethoven a famous writer of music?
A. Yes, he was.
Q. Was he born in Germany?
A. Yes he was.
Q. Where was he born?
A. He was born in Germany.
Q. Was he a writer of music or a writer of stories?
A. He was a writer of music.
Q. Did he write stories or music?
A. He wrote music.
Q. Was he born a long time ago or only a short time ago?
A. He was born a long time ago.
Q. Was the 'Moonlight Sonata' one of his well-known compositions?
A. Yes, it was.
Q. Tell me the name of one of his well-known compositions.

Etc. etc.

The quickness of comprehension in understanding the question, and the fluency and ease with which it is answered will be an accurate measure of the student's proficiency in understanding and speaking English. The examiner should choose for this test material that in content and difficulty would be comparable to that usually read in the fourth year of the higher common school.

d. The taking of dictation of familiar short passages to be transcribed into phonetic or orthographic script.

e. Choice-questions covering points of phonetic theory. Example: underline the correct pronunciation of the word "cough": kauf , kɔ́f , kouf (23)

f. Such semi-oral questions as those designed by Professor Rinshiro Ishikawa.(24)

g. True-false questions covering points of pronunciation. Example:

1. The word "cough"is correctly pronounced kɔ́f T.F.
2. The pronunciation of the Korean word 가 is identical with the English word "go." T. F.

3. Test the student's ability to read simple, idiomatic English fluently. This can be done by the reading of short passages in orthographic script. Sections b. and c. of the previous test also measure this ability. In this test a passage of the proper gradation should be chosen, preferably from some supplementary reader which

(23) Note: Throughout this paper the symbols of the International Phonetics Association are used.

(24) Described in "Bulletin" of Institute for Research in English Teaching." New Series No. 47. September, 1928

the student is not likely to have "crammed." This will be, then, a fair test of the ability we are trying to measure.

Written exercises in sentence or word-comprehension can be given. These can include vocabulary tests, multiple-choice questions, true-false, completion tests over material that the student has just read.

4. Test the student's ability to write simple English. This is not a test of calligraphy, but of composition skill. It should comprise tests of at least two grades of difficulty: first, the simple and "less free" forms of composition, testing exact knowledge of grammar and idiom; second, a freer form of composition to test the student's ability to express himself in English.

a. Tests in "conventional composition."

(1) Completion exercises.
(2) Conversion exercises.
(3) Multiple-choice questions.
(4) Question-framing and answering.

Graybill has some tests of completion exercises designed to test grammar and idiom that must be modified for Korean use. The B. sections of these

are not to be recommended since they call for recognition of and correction of erroneous forms. The procedure, however debatable its value as a class exercise, has no place in a preliminary examination.(25)

b. Tests of free composition. In this test certain simple topics are set for the student on which she may write freely. In this type of work there is the greatest chance for error, but the sentence-framing and paragraph-framing ability of a student can be accurately measured.

The following books will give helpful suggestions in the planning and administering of the preliminary examination:

1. "Preparation and Use of New-Type Examinations." patterson.
2. Measurement in Higher Education." Wood
3. "The New York Experiment with New-Type Modern Language Tests." Wood.
4. "Memorandum on the New-Type Examination." Palmer.
5. "Report of Commission on New Type Examinations" College Entrance Education Board. N.Y.
6. "Graded Exercises in English Composition." Palmer.

(25) Note: See Appendix for samples of these.

7. "How to Construct the True-False Examination." Weidemann.

8. "Modern Language Instruction in Canada." Vol. II Pages 818-852.

9. "Papers Set for Teacher's Examination." University of London. (26)

10. "Achievement Tests in Modern Foreign Languages" Henmon.

Sets of all examinations given should be filed for future use. Files should also be kept of the examination papers of the applicants. Easily accessible at all times should be the papers of those applicants who are admitted to Ewha College, for the teacher will need to refer to these frequently in planning work for her classes. The file of those papers which are of too low a ranking to admit the applicant will, nevertheless, be valuable, for they will tell much of the prevailing tendencies in language-learning, indicate where improvement in teaching is needed, and provide valuable data to further the progress of reform in English teaching in Korea.

(26) Too difficult for Ewha College applicants, but very suggestive.

II. A Program of Instruction in Speech Psychology and the Principles of Language Study.

The next important consideration in the first year is the program of instruction in speech-psychology and the principles of language learning. Handschin stresses the value of giving a class instruction in the best methods of study.(27) In Korea and Japan, where there has been much misconception of the nature of language and speech, this teaching is needed. At the Ewha Woman's College, where a large proportion of the entering students have formed wrong habits, or have totally erroneous ideas of what they are trying to accomplish, this instruction is important enough to warrant the setting aside of two hours on the teaching schedule. The object of the course should be to have the student realize the true nature of speech, to acquire elementary knowledge of the psychology of the learning process as it relates to speech, and to come to a just appreciation of the value of habit-formation in the learning of language. The student should be brought to realize that, "Language is not a process of logical

(27) Handschin, Charles H., "Methods of Teaching Modern Languages," Page 284.

reference to a conscious set of rules; the process of understanding, speaking, and writing is everywhere an associative one. Real language teaching....consists of building up in a pupil those associative habits which constitute the language to be learned."(28)

In this course should be given first the fundamental principles of learning. Later these should be applied to the specific matter of speech-learning, and directed to the formation of speech-learning habits. The course should be given in the Korean language.

Since there is no text book in Korean or Japanese available for this purpose, the following selections are recommended as sources for the building of such a course, and for the selection of material to be translated into Korean for use by the student:

1. "Psycholgoy" Woodworth, pp 182-217 .
2. "Introduction to Psycholggy" Seashore. Chapters XVI, XVII, and XVIII.
3. "Psychology from the Standpoint of a Behaviorist." Watson. Chapter IX.
4. "The Learning Process." Meumann.

(28) Bloomfield, Leonard, "The Study of Languages," Page 293.

5. "The Scientific Study and Teaching of Languages," Palmer.

6. "Psychology for Students of Education," Gates. Chapters X, XI, XII, XIII.

7. "The Five Speech-Learning Habits." Palmer.

8. "Everyday Psychology for Teachers," Bolton. pp 182-217.

9. "Fundamental Principles of Learning and Study" Edwards, pp 106-142.

10. "Psychology and the School," Cameron, pp 195-218.

11. "The Psychology of Learning," Pyle, pp 1-9-; 115-157.

12. "The Learning Process," Colvin, pp 1-32; 159-192-;281-294.

13. "The Normal Mind," Burnham, pp 2830309.

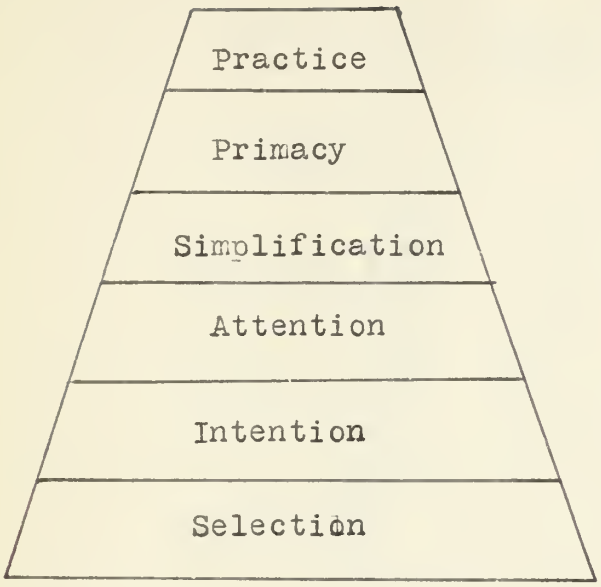
14. "How Children Learn," Freeman.

15. "Theory and Practice of Language Teaching," Kittson.

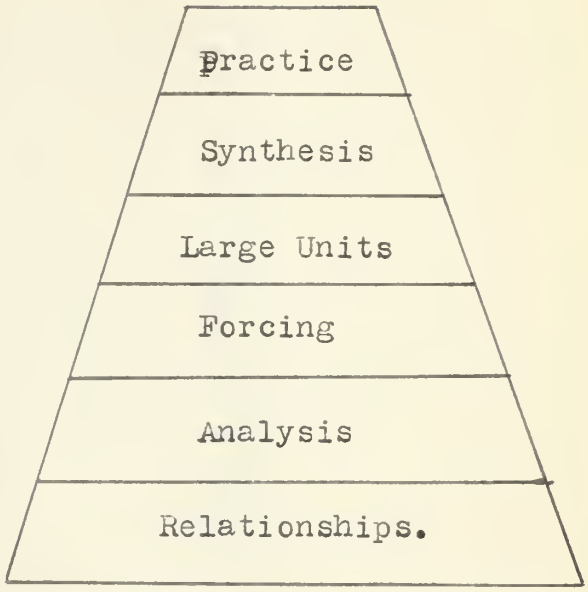
16. Bulletins of "The Institute for Research in English Teaching in Japan," Selected articles in issues of the years 1923 to 1929.

Charts similar to those on the following pages will be of use in the program of speech psychology and theory of language learning.

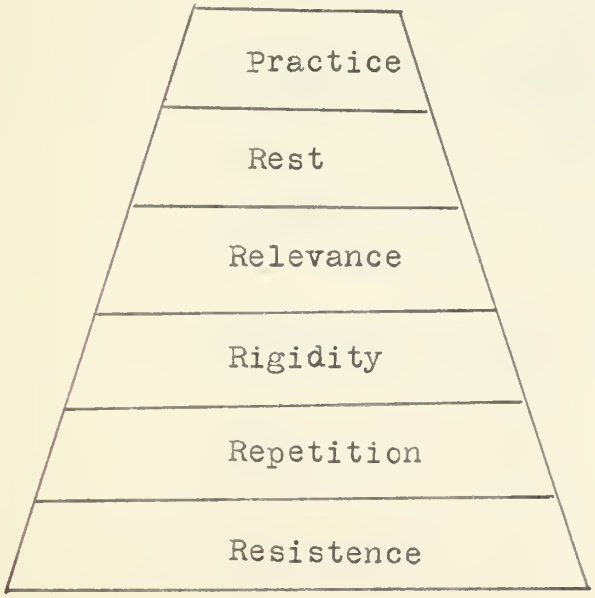
THE LEARNING PROCESS



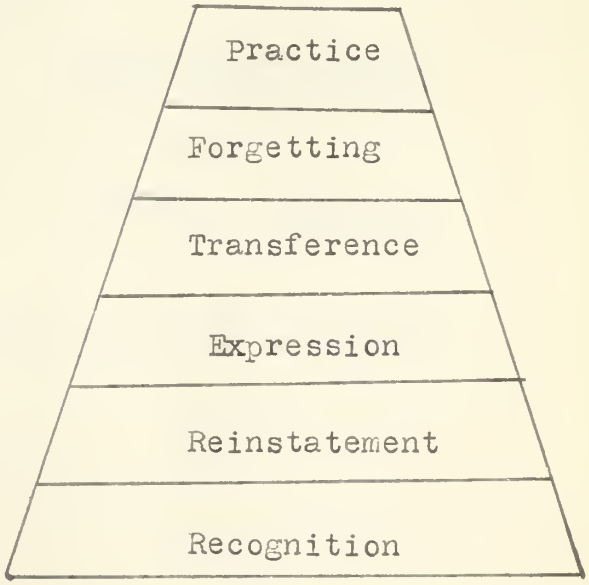
RULES OF IMPRESSION



RULES OF ASSOCIATION.



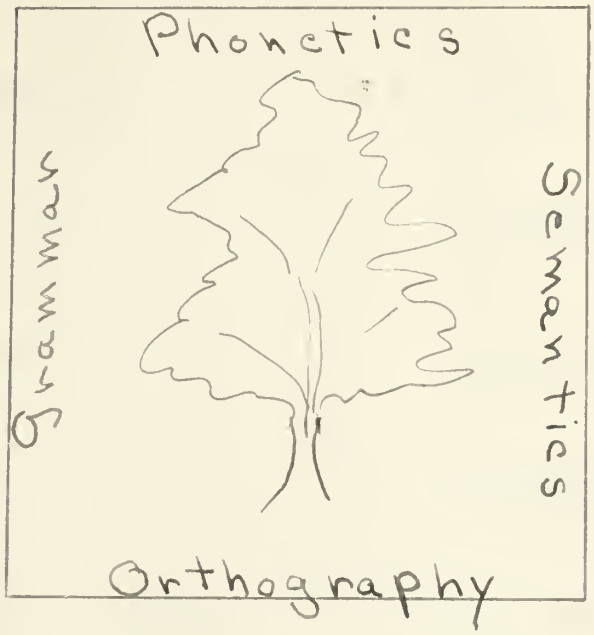
RULES OF RECALL.



RULES OF RECOGNITION.

(Suggested by Seashore's "Introduction to Psychology")
Chapter XVII.

FOUR SIDES OF THE SAME THING



1. Pronunciation tri' How does it <u>sound</u>?

2. Semantics  What does it <u>mean</u>?

3. Orthography tree How is it <u>spelled</u>?

4. Grammar tree - trees How does it <u>change</u>?

THE SPEECH LEARNING HABITS

1. ORAL OBSERVATION	LOOK AND LISTEN
2. IMITATION	IMITATE
3. CATENIZING	LINK TOGETHER
4. SEMANTICS	KNOW THE MEANING
5. COMPOSITION BY ANALOGY	COPY THE MODEL

FOUR PHASES OF ASSIMILATION

1. PERCEPTION
2. IMITATION
3. RECOGNITION
4. REPRODUCTION

III. The Program of Phonetics.

The next procedure is intensive training in phonetics. "It must be our aim from the very first to get that pronunciation absolutely correct....It is important to realize that this can be done provided we do not rely on mere imitation where the only check is the ear, but teach pronunciation by a wise application of the results of the science of phonetics: i.e. our pupils must learn what speech-sounds are and how they are produced, and add to the checking power of the ear the constructive power of deliberately placing the vocal organs in certain positions to produce certain sounds. This is the only way to counteract the instinctive tendency to assimilate the foreign speech sounds to those of the mother tongue."(29)

This part of the corrective program will be more difficult, perhaps, than any other, for the teacher will have the seemingly impossible task of correcting pronunciation habits of long standing. The lack of text books for the Korean student, and of books on the Korean phonetic system is a great handicap. The only existing studies of the Korean speech sounds follow the vicious practice

(29) Glehn, Louis de, in "The New Teaching," Page 83.

of transliterating the English sounds in approximate Korean. To transliterate the English word"about"(for example) as 어-ㅅ배- 으 ㄷ ㅣ is a procedure that cannot be tolerated, expecially in a corrective course. What is needed is nothing short of a scientific study of the Korean speech sounds, and their representationby distinct symbols, so that Korean (as has Japanese) may take its place among those languages that are represented by symbols of the International Phonetics Association. Lacking this, however, the teacher of English to Korean students must use her own knowledge of Korean as a basis of comparison and contrast. She must know that the sound represented in Korean by ㅇ is not the equivalent of English ou nor the Korean 어-| of English el . To be able to make these distinctions, and to show her students how these seemingly similar sounds differ - this is the very essence of a corrective program of phonetics.

The course should comprise ear-training exercises, phonetic dictation, articulation exercises, drill in the rhythm, inflection, intonation and cadence of the English

language. The time devoted to such work should be the equivalent of two hours on the teaching schedule, and should be distributed in fifteen-minute periods at the beginning of hours devoted to other forms of work. Drill of this sort over longer periods of time becomes tiresome and ineffective.

For this course the following text books and equipment are recommended:

Student text books: "The Principles of English Pronunciation," J.V. Martin and M. Omura.

"Everyday Sentences in Spoken English,"(Phonetic transcription.)

"English Phonetic Diagrams," J.V. Martin and H.E. Palmer.

"A Handbook of English Intonation," Armstrong and Ward.

Teachers' text books:

1. For class drill:

"Progressive Exercises in the English Phones."

"English Intonation with Systematic Exercises," Palmer.

"Manual of Exercises for the Correction of Speech Disorders," Scripture and Jackson

2. General:

"Concerning Pronunciation," Palmer

"Teachers Book of Phonetics," Barrow and Cordts.

"A Grammar of Spoken English," Palmer. Part I.

Classroom equipment: Kaitakusha English Phone Charts.(30)

IV. The Study of Basic Speech Material.

By the term "basic Material" are meant words, word-groups, or sentences which are memorized and mechanized "ready-made" as they stand. "The chief advantages of memorizing ready-made sentences are that each one is available for use at any moment and can be produced correctly without reflection or calculation, and that each one may serve as a model from which other sentences may be derived."(31) "Probably the most useful kind of personal effort and one which is most easily enforced is the learning by heart of many typical phrases. The provision of such a mould into which his (the student's)

(30) See Appendix.
(31) Bulletin, New Series No. 22, March, 1926.

thoughts may be cast is of immense value....[32]

The value of such memorizing can hardly be doubted. Most modern linguists agree on this point, provided the memorizing is properly done, and the proper material is used for memorizing. "Our quarrel is not with memory work, but with poor ways of memorizing. For must not memory furnish all the data for the solution of problems? Is it not therefore a basic requirement?[33]

The basis material to be learned by the Ewha student must be such as to be of real value. She should be discouraged from inventing word-groups and sentences, and encouraged to memorize appropriate and useful models. "Unfortunately....more often than not, the basic material which is furnished to him (the student) consists exclusively of isolated words; the model sentences which serve as moulds or matrices for the forming of derivative material, are withheld; explicitely or implicitely the student is given to understand that such models are superfluous. In some cases it is worse; he is given to understand that the momorizing of word-groups and sentences is a vicious procedure akin to cheating."[34]

(32) "Government Report on the Position of Modern Languages in the Educational System of Great Britain."
(33) Handschin, Charles, H., "Methods of Teaching Modern Languages, Page 23.
(34) Bulletin, May, 1926.

The memorizing of extended passages of prose or poetry is not to be advised in the first-year program. Such material is never of conversational use to the student, nor can it be used as a model for the formation of other material unless it is broken up. Although it is well to store the memory with such material later, it should be used only infrequently in the first year.

The choosing of appropriate basic material is not easy; any book with set English phrases or sentences to be memorized runs the rusk of being stereotyped, or at best, unsuited to the needs of the students. The following books may be used; from numerous so-called "phrase books" or books of idioms, the teacher may select other appropriate material to be used in this way:

1. "Everyday Sentences in Spoken English," Palmer.
2. "The Ready Speaker," Florence Wells.
3. "Systematic Exercises in English Sentence Building. Stage 1 and Stage 2.
4. "A Handbook of Present Day English," Kruisinga.

V. Exercises Desighed to Correct Definite Speech Errors of Korean Students.

A study of the entrance examinations at Ewha College shows that incorrect speech habits of the Korean student include the following:

1. Incorrect intonation and pronunciation.

2. Halting, unidiomatic speech.

3. Inability to understand normally-rapid speech.

4. Dependence upon faulty methods of mental translation.

5. Specific faults in grammar and idiom in regard to the following:

a. The noun(number, agreement,common, proper, countable, uncountable, etc.)

b. The use of the English article.

c. The verb:

Progressives.

Third person, singular.

Past and perfect tenses.

Emphatic forms.

Future tenses.

Passives

d. The pronouns.

e. Use of negatives.

f. Use of interrogatives.

g. Time phrases.

h. Conjunctions.

i. Word-order.

j. Prepositions.

k. Agreement of all kinds.

We have already outlined certain procedures that will tend to correct the first four of these tendencies. For the fifth, a definite series of corrective exercises must be planned. Although we cannot here give these in detail, the following suggestions are made:

1. The English noun. The entire question of the English noun must be carefully considered. Several points are to be observed in presenting this to Korean students:

a. Make clear the difference between the English noun-complex and the Korean.

b. Make clear the distinctions between proper and common nouns.

c. Stress the idea of countability and uncountability since this affects the use of the article with the noun.

d. Stress the changes that come in expressing singular and plural meanings, since the Korean ways of indicating plurals is very different from the English.

e. Teach the Articles and other determinatives while teaching nouns. (35)

2. The English article. No other words in English furnish material for more frequent errors by foreign speakers of English from all lands. We suggest a most careful study of "The Theory of the English Article." (Chart on Page 51). A mere reading of material will not be sufficient. Let the teacher make of the following sheet a large chart, or block off on the blackboard the squares as suggested, that comparisons and contrasts may be made. Keep this before the class for weeks; each day devote a short time to drill on the article, put new examples in the squares, call attention to good examples of each kind. Only persistent drill will form the right habits.

(35) Bulletin, July 1926.

THE THEORY OF THE ENGLISH ARTICLE

PARTITIVE	SINGULAR	PLURAL	UNCOUNTABLE
Simple	I see a tree.	I see some trees.	I see some water.
Negative	I do not see a tree.	I do not see any trees.	I do not see any water.
Indiscriminatory.	Any port in a storm.	Any trees will grow here.	You can write that with any ink.
Discriminatory.	One tree was high.	Some trees were high.	Some water was pure.
Special	Three times a day.		
INDEFINITE			
Normal	This is a dictionary.	These are dictionaries.	This is water.
Special.	What a large book!	What large books!	What nice weather!
DEFINITE			
Distributive.	The horse is an animal.	Look at the stars.	Look at the blueness of the sky.
Distinguishing.	I see the house.	I see the houses.	I see the water.
Demonstrative.	I see this house.	I see these houses.	I see this water.
Special.	The larger the	better.	The more the better.

(Taken from Supplement to the Bulletin)

3. The English verb. The verb in its varying forms is, of course, difficult in any language. Talking about the changes is useless. Jespersen says, "..... these grammatical rigmaroles as a rule are scarcely worth as much as the counting out rigmaroles of the children: eeny, meeny, miny, mo."(36) "It is quite common for teachers ....to set aside periods for the separate teaching of grammar, and to devote these to instructing the pupil in certain laws of the language as expounded in a grammar textbook....A great deal of the time devoted to this kind of stuff is worse than wasted, as far as our main object, the pupil's practical mastery of the language, is concerned."(37)

For the Ewha student we recommend the very extensive use of action-chains to stress the changes in verbs which indicate different tenses, persons, and numbers. By different stages of development, the action-chain can impress these changes most effectively. The writer has had beginning students, after three weeks' drill in such, distinguish accurately between past and present-perfect tense forms, a very difficult distinction and one not always made by notably

(36) Jespersen, Otto, "How to Teach a Foreign Language," Page 111.

(37) Wyatt, H., "The Teaching of English in India,"Page 79.

fluent speakers of English. Gouin is responsible for the action-chain, but we use it in a very much modified form. It consists of a simple succession of actions which can be performed in the class room:

I am getting up.
I am going to the desk.
I am taking a book from the desk.
I am walking to the bookcase.
I am putting the book in the bookcase.
I am shutting the bookcase door.
I am walking back to my seat.
I am sitting down.

This can be used in nineteen different stages, in all persons and numbers.(38) By such questions as the following, the teacher can get from the student any response desired. This work must be conducted with drill-like accuracy.

What <u>are</u> you <u>doing?</u> (he, she, they, we, etc., etc.)
What <u>have</u> you <u>done</u>?
What <u>did</u> you <u>do</u>?
What <u>do</u> you <u>do</u> every day?
If I tell you to get up, what <u>will</u> you <u>do</u>?
If I asked you to get up, what <u>should</u> you <u>do</u>?
If I had asked you to get up, what should you have don?
When you sat down just now, what <u>had</u> you <u>done</u>?

Says Jespersen, "Therefore the first condition for good instruction in foreign languages would seem to be to

(38) " English Through Actions," Page 299 gives excellent suggestions on the action-chain.

give the pupil as much as possible to do with and in the foreign language.(39)

A short fifteen minutes a day for a few weeks on actual drill with action-chains directed toward verb forms will clear up many verb difficulties for the student who through four or five years of stumbling has wondered what it was "all about."

Although Gouin's text is very old,(40) it is useful in that ever-difficult problem of distinguishing between past and present-perfect tenses. His "six-periods of time and distinctions between definite and indefinite periods of time" are helpful.

In the study of those most difficult of verbs (be, have, do, shall, will, can, may, must, ought, need, dare, used) the teacher will find much help in a supplement of the Bulletin entitled, "The Theory of the Anomalous Finites," This is suggestive of methods of treating the present and preterite tenses, emphatic forms, the negatives. The last is difficult for the Korean student. He cannot understand why the English-speaking person says, "I am, I am not," but does not say, "I go, I go not."

(40) Gouin, Francois, "Teaching and Studying Languages."

We must say again that practice leads to the formation of speech habits, mere discussion of theory does not. "It matters little if the pupils can repeat the grammatical rule which says,"The verb must agree with its subject in gender, person, and number,' if they do not instinctively and automatically make them agree.... There is no rule so successful as the rule of repetition."(41)

4. The English pronouns. Since the Korean language can hardly be said to possess any pronouns, a special study of these in English is necessary. The very common confusion of the feminine and masculine personal pronouns must be corrected. The relative clause is unknown in Korea; the substitute is a present or past participle placed before the noun.

Example:

English: The man who came here is my friend.

Korean: Having-come-here man my friend is.

English: The boat which is going to America left this morning.

Korean: To-day morning America-going-to boat left.

(41) Cummings, Thomas F. "How to Learn a Language."

A realization of the difference in Korean and American idiom goes far to create right habits of thinking, but much practice must be given. Be content with simple subject matter until the correct habit is formed.

5. Adverbial time and place phrases. A thorough study should be made of these. This can best be done by the use of substitution tables which can be simple or difficult in vocabulary as the needs of the class demand.

Subject	Verb	Object	Adverbial of Time.
I	saw	it	then
He	read	them	just now
We	wrote	letters	to-day
She	played	tennis	this week this evening last evening yesterday last night on Sunday in March
			etc.

Here, also is a chance to observe English idiom: we say "yesterday" but not"yesterday night." Attention may be called to the prepositions used in certain time-phrases: on Monday, in March etc.

Many points of grammar can be taught effectively by such simple substitution tables. Certain type-sentences can be memorized by the student which will provide her with a guide in doubtful cases.

6. Word-order. English word-order can be learned only through careful attention to this matter during the entire course. Since the English and the Korean word-order are so different, the fact should be appreciated and account taken of it.

Example:

English: I came to Korea last September.

Korean: I last year ninth month Korea-to came.

In the foregoing we have directed our attention to the correction of certain errors of speech. Many of the exercises suggested can be used quite as effectively for the correction of errors in written English. The various types of exercises suggested by Mr. Palmer in "The Scientific Study and Teaching of Languages," (42) will be found to be useful for either corrective or habit-forming work.

(42) Palmer, H.E., "The Scientific Study and Teaching of Languages." Pages 207-224.

VI. Exercises Designed to Form Correct Habits in Oral and Written Composition.

These exercises need not differ greatly from those just outlined, but they should be directed toward more constructive work in composition.

Useful oral composition exercises can be based on reading texts, the material of which has previously been well assimilated. Such work could take the form of answers to series of questions based on the texts or on topics suggested by them. "Stress (should be) laid on the great usefulness of the 'sequential group' for giving oral drill based on any sort of subject matter."(43) Such series could be worked out on the following topics, and on many others equally as interesting to Korean women:

1. Stories from Korean history.
2. Stories from Greek and Roman mythology.
3. Selected Bible stories.
4. Home nursing.
5. Household science.
6. Simple health facts.
7. Korean home life.
8. Survey of literature.
9. Modern inventions. etc. etc.

(43) Downs, Darley, in "The Bulletin New Series, No 28,

With any reading text as a basis there is no limit to the exercises than can be devised on the analogy of those contained in the series of composition books called "Graded Exercises in English Composition."

The value of dictation as a means of forming correct writing habits must here be mentioned. Brown gives the following values for dictation, which hold as true for dictation in a foreign as in the native language:

1. Practice in the handling of the sentence.
2. Directs attention to grammatical constructions.
3. Helps students to learn to punctuate and capitalize.
4. Enlarges the vocabulary and gives practice in the use of words already known.
5. Fills the mind with good standards of speech.
6. Prevents the pupil from separating the spoken language and writing."(44)

Handschin appraises dictation in the following statement: "One form of writing which is indispensable, not only in the first year, but throughout the course, is dictation. Its object is to test hearing, quick comprehension, the

(44) Brown, Rollo, "How the French Boy Learns to Write." Page 58.

knowledge of accidence, orthography and punctuation.... A good working rule for the amount of achievement in writing is: The class should be able to write correctly all matter which they can speak correctly."(45)

The following types of exercises, suggested by Brown,(46) can be used to further the formation of correct habits:

1. Sentence completions.
2. Conversions:
   - Plurals to singulars etc.
   - Masculines to feminines.
   - Infinitives to finites.
   - Declarations into interrogatives.
   - Positive into negative.
   - Direct into indirect.
3. Substitutions.
4. Supplying adjectives corresponding to nounds.
5. Antonyms and synonyms.

Other other helpful books and articles are:

1. "Classroom Procedures and Devices," Palmer Pages 101-119.

(45) Handschin, Charles H., "Methods of Modern Language Teaching," Pages 172, 175

(46) Brown, Roll, "How the French Boy Learns to Write," Page 94.

2. "Methods of Modern Language Teaching," Handschin.

Pages: 146-148; 169-170; 182-183; 203-204; 235-236; 285.

3. Modern Language Journal, 1917; Paul Titsworth, "Devices for Classroom Procedure."

4. Modern Language Journal, 1918.

Betz, Jeannette, "The Function of Dictation in the Teaching of Modern Languages."

5. Modern Language Bulletin, 1917, Vol, 3, No. 3.

Schwabe, P.C. "The Use of Wall Pictures for Conversation and Composition in German."

VII. The Reading Program.

Although the various procedures already outlined may seem to offer quite enough work for the first-year student, a definite program of reading must be undertaken. The material selected should be narrative rather than descriptive in character, and should consist of short stories which can be read at one sitting. They may also form the basis of later composition work.

The treatment of any reading text should be characterized by firm adherence to the principle of intensive and special preparation before actual silent or oral reading is done. Brown's affirmation applies here: "This preliminary discussion is based on the conviction that a boy should never be required to read orally anything he does not understand fully."(47)

With the short story the method described by Glehn could well be used. Stories are selected which can be presented in consecutive pictures, a series of tableaux, or successive movements or steps. The story is first presented orally and the student's attention fixed on the central event of each step. The essential verbs of narration are then distinguished from the purely descriptive ones, and the events of the story arranged in a series comparable to the simple action-chains already described. The series can then be given all forms of mutation, modification, and reproduction: it can be told by the characters in the present or past tenses; it can be acted in series, each person saying what he is doing as he does it; it can be told as if by two people to bring out plural forms;

(47) Brown, Rollo, "How the French Boy Learns to Write," Page 119.

it can be converted into a real scene with dialogue; it can be told by question and answer; with advanced classes it can be the basis of numerous forms of freer reproduction. Glehn says, "At any rate, the 'reproductive' treatment of linguistic material....is absolutely essential to the true application of our fundamental principles for it constitutes, predominantly, the means of acquisition by conscious assimilation, and yet it includes all but the most creative forms of self-expression and composition."(48)

Bloomfield's method of using the text is as follows: "Instead of translation the work with a text should consist of repeated use of its contents in hearing, reading, speaking, and writing. The beginning is best made before the pupil has ever seen the text. The teacher explains in the foreign language the new expressions which are to occur, and leads the pupil to use them in speech over and over again. Then the pupils are required first to read the new selection correctly after the teacher, later to answer with the book, then without it, simple questions about it, to converse about its subject matter and to retell it in speech and in writing."(49)

(48) Glehn, Louis de, "The New Teaching," Page 112.
(49) Bloomfield, Leonard, "The Study of Languages," Page 301.

As texts suitable for such treatment we would recommend the following:

1. "Great Pictures and Their Stories."
2. "Fifty Famous Stories." Baldwin.
3. "Thirty Famous People." Baldwin.
4. Aesops Fables". Jacobs.
5. "Children's Series of the Modern Reader's Bible.
6. "Greek Folk Stories." Peabody.
7. "Bambi," Salten.

THE COMPLETE PROGRAM OF THE FIRST YEAR

Number	Title	Hours
1.	Speech Psychology and Principles of Language Study	2.
2.	Corrective Phonetics. Distributed in fifteen-minute periods at the beginning of each hour devoted to courses 3, 4, and 5.	2.
3.	Basis Speech Material. Drill, conversation, and composition.	2.
4.	Corrective and Constructive Oral and Written Composition	3.
5.	Reading: Oral Preparation, Reading, and Composition based on the text.	3.
	Total hours	12.

CHAPTER IV.

THE PROGRAM OF THE SECOND YEAR

I. The Oral Program.

The student who presents herself for admission into the second-year class of Ewha College should have secured accuracy in the elementary mechanism of the spoken language, and should be prepared for a more extensive program. The oral work of the previous year was conventional and limited; in the second year the teacher may well begin to allow freer forms of work, but never more rapidly than the progress of the class warrants. Concerning the spoken language Handschin says, "A good practical rule is: If the average student does not speak 75% correctly, simpler matter should be introduced at once. If the gradation has been proper, a higher percent should be spoken correctly, say 90%. If less than 75% is spoken correctly, there is about as much harm being done as good, since it required more effort to unlearn bad forms than to learn correct ones."(50)

In the oral work of the second year stress should be laid on what is popularly known as "conversation," though

(50) Handschin, Charles H., "Methods of Teaching Modern Languages," Page 283.

the class procedure should be very different from that in vogue in many schools where the "conversation belongs to the teacher alone, and the student's part is a puzzled listening. This is not what we mean by "conversation." Definite exercises should be devised to meet practical, social situations. This work will be an expansion of the more drill-like work conducted in the first year with such texts as "Everyday Sentences in Spoken English," "The Ready Speaker," etc. Leading questions relating to actual or possible situations at Ewha should be asked in order to set for the class a definite problem. The following series is illustrative of a hundred similar situations that could be dealt with:

Problem: You are the hostess on visitor's day at Ewha College. A group of American or British visitors arrive and ask to be shown this college of which they have often heard and read. How will you meet this situation?

Plan of study: In preparation for the discussion of this problem at tomorrow's recitation, ask two English-speaking people what they would consider appropriate actions

and remarks in each of the following cases. Ask them to be specific, to tell you, not some pompous, elegant phrase, but what they actually would say in each case. Bring to class their answers as well as your own opinion of the best thing to say and do in each particular.

Questions:

1. How would you greet the guests, and how introduce yourself?

2. What plan of march would you take through the grounds and buildings?

3. Imagine yourself standing in certain places on the campus, or in buildings. What interesting facts could you tell the guests about each place?

4. How, and in what words would you tell the guests something of the spirit of college life here, of the history and traditions of Ewha College?

5. What could you say to make them feel enthusiastic about this college and interested in Ewha College girls?

6. Imagine what questions they might ask about Korean social customs, Ewha College life, etc., etc., and what responses you would make.

7. Imagine what personal questions they might ask you, and how you would answer without undue shyness or embarrassment.

8. How would you introduce these guests to teachers or students you might meet?

9. If they asked questions about the academic standing of Ewha College, its place in the Japanese educational system, or how it compares with American colleges, what would you say?

10. What would you tell them about Ewha's plans for the future that might enlist their interest and enthusiasm?

11. In saying Good Bye to them, what appropriate and gracious remarks could you make in appreciation of their visit?

Etc., etc,.

When an entire class attacks such a definite problem with enthusiasm, the practical results in improved vocabulary, and ease and charm of social bearing cannot be estimated. Such work can be done, however, only if

the previous training has been accurate and drill-like so that the fundamental mechanisms of speech are already mastered. No definite text can be recommended for this work; the teacher must plan and initiate her own problems. The material thus gathered over a period of teaching should be compiled into a book which might be suggestive to future teachers and provide a more definite guide to the "conversation " work of the second year.

Other forms of oral work can be done in connection with the reading of current news articles. "The News Outline," "Current Events," or "World News" can be used according to the advancement of the class. Articles of current interest should be used as the basis for class discussion and report. In the work of this year, the Korean student should be acquiring an enlarged speaking vocabulary relating to a wide range of activity. Like the French boy of whom Brown writes (51) she should be acquiring the ability to "speak intelligently about the professions, the occupations of workingmen(and women)

(51) Brown, Rollo, "How the French Boy Learns to Write," Page 56.

the farm, social life, political life," business and educational life, to "discuss the more familiar phenomenon of the atmosphere, the physical qualities of his (her) friends, their moral virtues and their moral faults, to use accurately the words that spring from such relations as commerce, war, colonization, life in the city or the small villages," and a hundred other interests that can be found to relate to everyday life, or to the wider and broader fields of national and international relationships.

II. The Reading Program.

All that was written in Chapter III concerning the value of careful preparation for the reading material, and the necessity of its being assimilated by oral and written exercises - this applies quite as fully to the reading program of the second year. The recommendation of the Canadian Committee on Modern Languages may well be taken as a guide for procedure and as a definition of what is meant by the term "reading." This committee recommends "a transfer of emphasis from grammar to

reading.... By reading is meant the ability to comprehend ideas expressed in a foreign language, which is different from the study of a language for the sake of grammatical analysis or for so-called translation."(52)

By this time the pupil should "be able to read with pleasure and understanding the simpler, less abstract forms of literature."(53) The texts that we select for this year are the simpler classics and stories that would be used in the eighth, ninth, tenth, and eleventh grades in America:

"Literature in the Junior High School"	Bolenius
"Alice in Wonderland"	Carroll
"Age of Fable"	Bulfinch
"Merry Adventures of Robin Hood"	Pyle
"Stories of the Aeneid"	Church
"Stories of the Odyssey"	Church
"The Dog of Flanders"	Ouida
"The First Christmas"	Van Dyke
"The Winged Horse"	Auslander and Hil
"A Dramatic Reader"	Headland and Treble
"Paths of Peace" Books 1 and 2	Oxford U. Press
"Short Stories"	Moulton
"King of the Golden River"	Ruskin

Plays suitable for a study of everyday, conversational English:

"Milestones"	Bennett
"The Mollusc"	Davies
"The Thunderbolt"	Pinero
"What the Public Wants"	Bennett
"You Never Can Tell"	Shaw
"The Case of Rebellious Susan	Jones

(52) "Modern Language Instruction in Canada" Vol. I. Intro. xli and xliii.
(53) Glehn, Louis de, in "The New Teaching," Page 113.

III. The Composition Program.

Much of the written work of the second year should be based upon the reading texts and related topics. Freer forms of work should be done than in the preceding year, but the written work should at first be of paragraph length only, later comparatively short and simple compositions should be written. For all of these careful planning and preparation should be made. Again the lesson from the French teacher is needed: "But one principle that dominates all the French teacher's work in composition deserves a larger place in our own classes; that is the doing of the chief part of the work before the pupil writes, rather than after he has written.... We rely so largely upon correction and criticism rather than pre-vision."(54)

With definite, limited subjects for composition well within the range of the Korean pupil's experience, accurate and efficient work can be done. Brown's chapter on composition will be helpful in planning various composition assignments.(55)

(54) Brown, Rollo, "How the French Boy Learns to Write," Pages 220-221

(55) " " " Pages 46-89, Chapter III.

A word should be said about the place of so-called formal grammar in the composition program of this year. We are quite in agreement with Bloomfield's statement that, "In foreign language teaching, grammar is of use only where it definitely contributes to the ease of learning."(56) Brown's statement is in more detail: "Its (grammar) chief aim is a mastery of the tools of every-day expression. Although it is not believed by anyone-so far as I am able to learn - that a knowledge of grammatical principles will inevitably lead one to speak or write correctly, it is generally maintained that this knowledge, if acquired under favorable conditions, is of some definite value as a part of the pupil's equipment for effective expression."(57)

The students of the second year at Ewha College should have no definite course labelled "Grammar," but they should possess a good grammar text for reference; points of grammar necessary in composition should be anticipated, if possible, and taught before needed. A good text is Palmer's "A Grammar of Spoken English," written especially for foreign, adult students of English.

(56) Bloomfield, Leonard, "The Study of Languages," Page 303.
(57) Brown, Rollo, "How the French Boy Learns to Write." Page 90.

THE COMPLETE PROGRAM OF THE SECOND YEAR

Number	Title	Hours
1.	Oral Composition: Conversation through problems. Newspaper reading and discussion Series on Everyday Subjects.	3.
2.	Reading: Preparation Reading Assimilation	5.
3.	Oral and Written Composition Applied Grammar Related topics	4.
	Total hours	12.

CHAPTER V.

THE PROGRAM OF THE THIRD YEAR

I. The Oral Composition Program.

The students of the third year of Ewha College ought to be quite at home in most forms of informal, everyday, conversational speech. The oral program of the third year will aim to enlarge and broaden the vocabulary, and to give training in the dignified forms of English speech necessary on more formal occasions.(58) The best way to accomplish this would be, perhaps, the organization of the class into a club of one kind or another. This would give opportunity for practice in organizing, in parliamentary procedure, in the presentation of all types of programs in which the more formal speech, simple English plays, committee reports etc., might form a part.

Only the broader outlines of such a plan need be suggested here since the details must be determined by class personnel and the specific conditions under which the class is organized.

(58) See Krapp, G.P. "The Knowledge of English," Pages 60-72. Levels of English Speech.

The school library should contain a wide variety of English books and magazines: classics, history, stories, books of general interest, current newspapers in English, and English magazines. In these the teacher and class members can find material for reports, "speeches", and suggestions for many programs.

The following papers and magazines are suggested:

1. The News Outline.
2. Current Events.
3. World News
4. The National Geographic.
5. The Magazine World.
6. Atlantic Magazine.
7. Literary Digest.

II. The Reading Program.

In the third year, more difficult classics, general and current literature, current magazine reading, etc. may consitute the major part of the reading material. The teacher should be no less careful in the preparation for the classics which are to be studied intensively; she should in addition provide ample material for supplementary reading, and encourage students to do as much as possible. The student should by this time be ready for a limited amount of cursory, rather than intensive reading. Much of this can be done in connection with the club work of the oral program.

Questions used in the study of the reading texts should by this time be less mechanical; they should be directed not so much toward the assimilation of material, as to interpretation and appreciation of the content and the expression of judgments. Questions asked should more nearly approach those that would be used in studying the literature of one's native language.

The books listed on the following page would, we believe, be appropriate for reading material in this year.

BOOKS SUGGESTED FOR READING IN THE THIRD YEAR

"Autobiography"	Franklin
"Life of Booker T. Washington"	
"Story of My Life"	Keller, Helen
"The Golden Age"	Grahame
"The Great Stone Face"	Hawthorne
"Wonderbook for Boys and Girls"	Hawthorne
Tanglewood Tales"	Hawthorne
"Rip Van Winkle"	Irving
"Legend of Sleepy Hollow"	Irving
"Gettysburg Address"	Lincoln
"Pied Piper"	Browning
"Select Masterpieces of Biblical Literature"	Moulton
"Old Greek Folk Stories"	Baldwin
"Four Great Americans"	Baldwin
"A Book of Golden Deeds"	Yonge
"The Junior Classics" Selections	Eliot
"The Children's Hour" Selections	
"Cities and their Stories"	Power
"Round the World in Folk Tales"	Fleming
"Ivanhoe" Abridged	Scott
"Dickens Reader"	Collins
"Thackary Reader "	Smith
"The Enchanted Past"	Hodgdon
"Atlantic Classics"	
"Courtship of Miles Standish"	Longfellow
"Hiawatha"	Longfellow
"Robinson Crusoe"	DeFoe
"Representative Short Stories" (Macmillan)	
"Letters to His Children"	Roosevelt
"Stories of Famous Women"	Lane
"Merchant of Venice"	Shakespeare
"As You Like It"	
"Much Ado About Nothing"	
"Twelfth Night"	
"Master Will of Stratford"	Garnett
The Little King"	Bynne
"Peter Pan"	Barrie
etc.	

III. The Composition Program.

This should be definitely correlated with the reading program and the work of the oral program. The topics upon which writing is done should be of real interest to Korean students, and should demand more detailed treatment than those of previous years. Brown's suggestions for varying degrees of difficulty in composition are useful here.(59)

The Composition work of this year (as well as that of the fourth year) should be stimulated and motivated by the publication of a school magazine in which material of highest merit and correctness would be printed. The staff members of such a paper or magazine should be chosen from the two upper classes.

There are no text books of composition published in England or America which are appropriate to be put into the hands of Korean students. In outling composition work, the following books will be suggesive to the teacher:

(59) Brown, Rollo, "How the French Boy Learns to Write," Pages 65-72.

"Informal Oral Composition"	Wilson
"The Speech Arts"	Craig
"Thinking, Speaking and Writing"	Knickerbocker
"The Short Speech"	Baker
"News Writing"	Borah
"Principles of Composition"	Boynton
"Experiments in Writing"	Cook
"Written and Spoken English"	Clippinger
"Composition Standards"	Savitz
"English, Spoken and Written"	Nelson
"Journalism for High Schools"	Otto
"McFadden English Series"	McFadden

Iv. The Teacher-training Program.

Since many graduates of the literary course at Ewha College later become teachers of English, the third year of this course is none too early to begin a definite program of teacher-training. In such a course the class should make a study of the aims to be sought in the teaching of English in the higher common school. They should observe the teaching of English in the various higher common schools of the city, make reports in class, and criticize such teaching. The observation in this course might well be confined to the first two years of the higher common school course in English.

THE COMPLETE PROGRAM OF THE THIRD YEAR

Number	Title	Hours
1.	Oral Program: Club Work More Formal Short Speeches	3
2.	Reading: Classics, magazines. Survey of Literature etc.	3
3.	Composition: The Longer Composition Assist in Publication of School Magazine.	2
4.	Teacher Training: Observation Report Criticism	2
	Total Hours	10

CHAPTER VI.

THE PROGRAM OF THE FOURTH YEAR

I. The Oral Program.

The oral work of the fourth year should be continued in much the same manner as that of the third year. In the fourth year the longer, more formal, and dignified speeches or talks should be practiced, longer papers and reports required. The club work might take the form of preparation and practice for certain interclass activities: debates, oratorical contests, and similar activities in the English language. The clubs of the third and fourth years would be the means of stimulating wholesome rivalry in such activities. In connection with both of these years the frequent use of the library, reference books, and magazines should be encouraged.

II. The Reading Program.

During this year a wide range of reading should be done. This should include classics, history, descriptive and narrative prose, drama, poetry, survey of literature,

current magazines etc. From the following selections could be made. The amount of material to be covered must be determined by the ability of the class. Students should be given encouragement and additional credit for extra reading.

"Life of Alice Freeman Palmer"		Palmer
"Heroes, Greek Fairy Tales"		Kingsley
"The Making of an American"		Riis
"The Boys King Arthur"		Lanier
"Gulliver's Travels"		Swift
"Pilgrim's Progress"	(These three books are	Bunyan
"The Jungle Book"	reserved till the fourth	Kipling
"Just So Stories"	year because of pecu-	Kipling
	liar diction)	
"Story Telling Ballads"		Olcott
"The Story of the World's Literature"		Macy
"Gods and Heroes"		Francillon
"This Singing World"		Untermeyer
"Master Skylark"		Bennett
"Macbeth"		Shakespeare
"Hamlet"		
"The Tempest"		
"Tales from Shakespeare"		Lamb
"A Christmas Carol"		Dickens
"Silas Marner"		Eliot
"Les Miserables" Abriaged		Hugo
"Prose Tales"		Poe
"The World at Work" Oxford Industrial Readers.		
"The Book of Great Musicians"		Scholes
"Selected English Short Stories"		Walker
"Idylls of the King" Selected		Tennyson
"Junior Play Book"		Cohen
"Wonder Tales from Wagner"		Chapin
"Abraham Lincoln"		Drinkwater
"Joan of Arc"		Drinkwater

Etc.

III. The Composition Program.

The fourth-year Composition class(or classes) should be directly responsible for the publication of the school magazine; much of their written composition work should be directed to this end. The writing of articles dealing with current national or international problems, with educational, economic or religious considerations - these, when of superior merit, could find publication not only in the school paper, but in the "Korea Mission Field",(60) "The Seoul Press,"(61) the English dailies printed in Japan,(62) or in various educational and religious publications of the mission boards operating in Korea. The demand for appropriate material for these is never satisfied; Ewha College women have much to say to the readers of these publications whether in the orient or the occident. With such motivation the written work of the fourth-year class ought to be interesting and profitable.

(60) A monthly magazine issued by the "Federal Council of Associated Missions in Korea."
(61) A weekly English newspaper issued at Seoul.
(62) Such as "The Osaka Mainichi,""The Japan Advertiser ", etc.

IV. The Teacher-training Program.

In the teacher-training program of the fourth year the more advanced classes of the higher common school should be observed; reports and criticisms should be made. In this year the class members should work out lesson plans for the teaching of English, and should have training in practice teaching. In this year, too, the student should become familiar with the best text books to be used in the higher common school. Every effort should be made to send out from the literary course of the Ewha Woman's College a teacher proficient in spoken and written English, and with the definite training necessary to make her a valuable and capable teacher of the English language in the higher common schools of Korea.

THE COMPLETE PROGRAM OF THE FOURTH YEAR

Number	Title	Hours
1.	Oral Composition: Club Work Programs, longer speeches, debates, Orations, Chapel Talks etc.	3
2.	Reading	3
3.	Composition: Longer articles, stories. Publication of School Paper. Preparation of articles with a view to wider circulation through English magazines etc.	2
4.	Teacher-training: Observation, report. Lesson-planning. Practice teaching.	2
	Total hours.	10

CHAPTER VII.

SUMMARY AND CONCLUSION

The program outlined in the foregoing six chapters has been presented in the hope that it may prove a useful and practical plan to be put into actual operation in the Ewha Woman's College.

The difficulties pertaining to the formulation of such a course have been fully recognized; the writer's inadequate preparation to attempt such a work has been fully realized. Yet the need for such a program has been so great that this attempt is made.

As a background for this work, the history of the Ewha Woman's College has been briefly presented; its founding, registration, and present organization have been discussed. The place of the Ewha Woman's College in the educational system of Korea has been shown, as well as the present conditions under which English must be taught there. The writer's experience in Korea has led to the conviction that any program for the teaching of English there must meet actual conditions. For this reason the program as outlined is an attempt at a workable, practical one, rather than an ideal one.

As a necessary preliminary to the actual program, certain fundamental questions have been asked. These are: Why is the English language taught at Ewha College? What objectives are to be sought in this teaching? What principles are to guide the English teaching in the Ewha Woman's College? The answers to these questions have shown definitely the ideals that underlie the English teaching program, what definite objectives are to be sought, and on what fundamental principles the teaching of English as a foreign language is to be based.

Actual conditions now obtaining at the Ewha Woman's College make necessary a corrective program for the first year. In this program seven lines of procedure have been advocated: first, the preliminary examination, the very great importance of which must be realized, since it can give a correct diagnosis of the student's mastery of English, as well as a definite intimation of the work necessary in the corrective program; second, a program of instruction in speech psychology and the principles of language learning, which is advocated because of the lack of such definite training in the higher common schools of Korea, and because

of the obvious need of such instruction if results in language-learning are to be obtained; third, a program of phonetics to correct wrong habits in pronunciation, intonation, cadence, etc.; fourth, the study of basic-speech material, a procedure designed to provide the student with material not only intrinsically useful, but important as a model for the composition of analogous material; fifth, a series of exercises designed to correct definite speech errors of Korean students, considered under the heads of the noun, the article, the verb, the pronoun, the adverbial phrase, and word-order; sixth, a program of exercises to form correct habits in oral and written composition; seventh, a reading program designed in such a manner as to give the student proper preparation for reading, practice in actual reading, and experience in writing compositions based upon reading material. These seven "lines of attack" form the corrective program of the first year.

The work designed for the second year has been grouped under three headings: the oral program, the reading program and the composition program. In the first of these

an expanded treatment of the basic-speech material of the first year has been advised. The illustration given is intended as an indication of what the teacher may work out in the "conversation" class of this year. Under the topic, the reading program, detailed suggestions have been given as to selection and treatment of texts in order that the text material may be fully understood and adequately assimilated by the student without recourse to translation. The composition program of this year is characterized by a freer treatment, but it is still based on the reading material. The utmost effort has been made to stress the advisibility of having very close correlation between reading and composition work.

The main outlines of the work ofthe third and fourth years are alike since the objectives of these two years are so similar. The program has been arranged under four heads: oral work, reading, composition, and teacher-training program.

The work planned for these two years is characterized by a much freer and broader treatment. By this time the student should have mastered the mechanics of speech and be able to read fluently. The oral program has been

directed toward more formal and dignified speech, of which the organization of clubs and the presentation of programs are the normal expression. The material of the reading program is of much wider scope; an effort has been made to have the programs of these years lead to an appreciation of English as literature, and to build up in the student every-day reading habits of such a character that the entire range of modern English publications may be open to her. The composition program of these years has been so planned that it may lead the Korean woman to a mastery of English as a means of expressing herself and her country to the English-speaking world.

In the work of the last two years especially should the ideals that underlie English teaching at Ewha College come to full fruition. In these years the Korean woman should find the English language a constantly increasing medium through which as an individual she may be led to the culture of the English-speaking world. In these years Korean college women should be coming to an increasingly larger realization of their place in that company of human souls everywhere who constantly strive toward all the varying manifestations of "fuller and richer living."

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APPENDIX

ENGLISH MASTERY TEST AUDITORY COMPREHENSION

DICTATION FOR AUDITORY COMPREHENSION

Form O.

a. What are you?
b. What are you sitting on?
c. What country is this?

1. How many is four and two?
2. I am a teacher. What are you?
3. What do you say when your friend is going away?
4. Where do people go walking?
5. What do you do with your mouth?
6. Which word means "not large"?
7. Who will correct the answers to this examination?
8. What is the colour of your hair?
9. How many days are there in two weeks?

Form—O

1.	two	four	six	eight
2.	write	student	room	no
3.	glad	good-bye	thank you	no sir
4.	never	house	street	often
5.	walk	hear	speak	look
6.	big	little	mountain	like
7.	all	some	teacher	class
8.	blue	yellow	green	black
9.	two	five	seven	fourteen

ENGLISH MASTERY TEST GRAMMAR-IDIOM

Write the words needed in the blanks :—

1. Where ..... the rest of the students ?
2. All of my money ..... in that box.
3. How many books ..... she want now ?
4. These books ..... in English.
   (*write*)
5. That boy ..... sick ever since last month.
6. The workman fell while he ..... the house.
   (*build*)
7. A boy who will not work ought .....
   (*punish*)
8. He will come as soon as he ..... the bell.
   (*hear*)
9. School ..... already.
   (*begin*)
10. This house must ..... next week.
    (*sell*)

Correct the mistakes in these sentences :--

19. He is like to play very much.
20. The doctor came as soon as he can.
21. Did you see what was he doing?
22. Where did he took his dog after that?
23. I was a teacher ever since in 1918.
24. They made the robbers went away.
25. They killed both he and his brother.
26. What song you sing next?

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Lateral

側音を示す

Nasal

鼻腔音を示す